

## DOCUMENT RESUME

ED 220 003

HE 015 352

**AUTHOR** Fowler, Philip, Jr.  
**TITLE** Personal Consultation: A Conceptual and Suggestive Model for New, Inexperienced, and Know It All Consultants.  
**INSTITUTION** Positive Enrichment Professionals, Inc., Louisville, KY.  
**PUB DATE** 81  
**NOTE** 67p.  
**EDRS PRICE** MF01/PC03 Plus Postage.  
**DESCRIPTORS** Administrator Role; \*Change Strategies; \*College Administration; Consultants; \*Consultation Programs; \*Decision Making; Higher Education; Interprofessional Relationship; Models; \*Organizational Development; Professional Services; Program Implementation; School Effectiveness; Technical Assistance

**ABSTRACT**

The consultation model is applied to institutions of higher education in an approach that involves staff and/or faculty in administrative policies and decisions and that will promote innovative educational programs and generate productive working relationships among colleagues. It is suggested that in applying organizational development (OD) in higher education, it is important to understand the contextual issues and systems, and the decision-making processes that are practiced within and among the various subsystems in the institution. Three decision-making models suggested by Baldrige (1972) are discussed: collegial, bureaucratic and political. Additional goals of OD suggested by others are reviewed. It is also suggested that a change model must include a combination of humanistic and structural change strategies. Maslow's (1970) hierarchy of needs and a number of other models are also briefly reviewed. It is proposed that process consultation, in dealing with a variety of issues that may interfere with the effectiveness of the organization, is a key activity of a program of OD. A hypothetical consultation situation is discussed in detail to illustrate the interactions of the consultant and the university officials and the steps of the consultation process. The consultant will generate various interventions that the consultee can select, including training, reorganization, structural change, and management by objectives. The development of meaningful and measurable objectives, program implementation, and evaluation are also addressed. A bibliography is appended. (SW)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*

PERSONAL CONSULTATION: A CONCEPTUAL AND  
SUGGESTIVE MODEL FOR NEW, INEXPERIENCED,  
AND KNOW IT ALL CONSULTANTS

U.S. DEPARTMENT OF EDUCATION  
NATIONAL INSTITUTE OF EDUCATION  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

☒ This document has been reproduced as  
received from the person or organization  
originating it.

☐ Minor changes have been made to improve  
reproduction quality.

- Points of view or opinions stated in this docu-  
ment do not necessarily represent official NIE  
position or policy.

"PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

Philip  
Fowler, Jr.

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

POSITIVE ENRICHMENT PROFESSIONALS, INC.  
Copyright 1981  
Philip Fowler, Jr., Ed.D.

FIRST EDITION

All rights reserved, including the right of  
reproduction in whole or in part in any form.

Copyright 1981 by Philip Fowler, Jr. Ed.D.

Positive Enrichment Professionals, Inc.

P. O. Box 32153  
Louisville, Kentucky 40232

## Acknowledgement

The success of this monograph can be attributed to the patience, support, understanding, and love of the writer's darling wife, Donna, and beautiful daughter, Monica, for being a guiding light and motivating forces in the completion of this writing.

The writer expresses thanks to Dr. DeWayne Kurpius and Dr. Robert H. Shaffer who provided ideas and constructive criticism.

The writer appreciates the assistance of his sister-in-law, Cornelia for typing this monograph.

## About the Author

Philip Fowler, Jr. is a native of Gary, Indiana. He obtained the B.A. degree from Kentucky State University; M.Ed. degree from the University of Louisville; and Ed.D. degree from Indiana University. His ideas and suggestions is a result of educational, personal, cultural, professional, and social experiences.

Dr. Fowler has eight years counseling and administrative experience in an institution of higher education. He has demonstrated skills in instruction, writing, consulting, communications, and human relations.

Dr. Fowler is President of Positive Enrichment Professionals, Inc., a consulting firm committed to personal development and motivating others to develop a positive outlook on life. He is author of Personal Development Philosophies (booklet) and The Positive Thinking Game. Consultation and materials are available upon request.

POSITIVE ENRICHMENT  
PROFESSIONALS, INC.  
P. O. Box 32153  
Louisville, KY 40232

PERSONAL CONSULTATION: A CONCEPTUAL AND SUGGESTIVE  
MODEL FOR NEW, INEXPERIENCED, AND KNOW IT ALL CONSULTANTS

Philip Fowler, Jr., Ed.D.

## TABLE OF CONTENTS

|                                                                                                      |    |
|------------------------------------------------------------------------------------------------------|----|
| I. Introduction Model Applied to<br>Higher Education .....                                           | 1  |
| II. Administrative Philosophy .....                                                                  | 2  |
| III. Integrity and Role .....                                                                        | 3  |
| IV. Organizational Development .....                                                                 | 6  |
| V. Change Model .....                                                                                | 15 |
| VI. Consultation Process - A Hypothetical<br>Situation .....                                         | 26 |
| VII. Consultant Interventions .....                                                                  | 41 |
| VIII. Objectives .....                                                                               | 48 |
| IX. Implementing the Plan .....                                                                      | 50 |
| X. Evaluation .....                                                                                  | 51 |
| XI. Bibliography .....                                                                               | 54 |
| Appendix                                                                                             |    |
| Successful Life Planning Continuum:<br>Behavioral Change Model Within An<br>Organization As A System |    |

## I. Introduction of Model Applied to Higher Education

This consultation model will be applied to institutions of higher education. Keenan, Randolph, and Steinzor (1961) stated that as American institutions of higher learning have grown from colleges to universities to multiversities, their organizational structures have come to resemble those of other large, complex organizations. Although some educational reactionaries still advocate the return to the "good old days" when the professor of English was also the registrar, the organizational model of business has been accepted for higher education for some time.

The role of the American university is a topic that has been debated by educational leaders since the founding of Harvard in 1636. Historically, the university's primary functions have been the following:

1. The advancement of knowledge through scientific research.
2. The transmission of knowledge through teaching.
3. Service to the community and nation.

Moellenberg (1976) stated that administrative role complexity is a result of the enormous increase in the complexity of the role and function of the university in our society. The multiversity of the present must deal with many sets of conflicting expectations. Political and social concerns are lumped with the more traditional academic and vocational functions to create an explosive new mix that defies stable organization.

Matlock (1975) stated that the modern university must be aware not only of the challenges of tomorrow, but also of the fruits of past labors. The modern university must blend both aspects to produce a citizen of tomorrow who is appreciative and understanding of humanity, yet is prepared to function in a highly technical society.

## II. Administrative Philosophy

This writer's administrative/management philosophy of education as it relates to the context of an institution of higher education is based on pragmatic, conceptual, and democratic principles. It is his belief that one must interact and establish a trusting relationship with colleagues in order to share ideas and to welcome constructive criticism which will promote growth of both parties. To involve staff and/or faculty in administrative policies and decisions. To support faculty and/or staff concerns and needs that do not violate one's professional code of ethics as well as the policies and principles of the institution. However, it may be possible to challenge some of the institutional policies that are not relevant to the needs of its constituencies. To practice and encourage management by objectives (MBO) and performance goals. To positively develop and promote innovative educational programs. To generate productive working relationships among colleagues that are conducive to bringing about the acquired knowledge, professional growth and visual change.

The university should avail itself to respond to community crisis needs because it has the human resources and research tools for solving these problems. A good manager must be flexible and willing to accept changing trends of society by being open to constructive and progressive criticism.

The students and the pursuit of new knowledge should be the two most relevant concerns of higher education because if students were taken away and knowledge was not acquired there would not be anything to contribute to society. Managers and professors must realize that students are not an interruption of their work but the purpose and success of it. They must be aware that the pursuit of new knowledge is a continuous activity.

As a professional educator, the writer believes that it is his duty to seek new knowledge, promote student growth and development, and to assist in providing quality programs and services which will benefit the university and the whole society.

### III. Integrity and Role

The Federation of Regional Accrediting Commissions of Higher Education (1966) unanimously adopted a Statement of Institutional Integrity. This statement include the following ideas.

By academic tradition and by philosophical principles an institution of higher learning is committed to the pursuit of truth and to its communication to others.

To carry out this essential commitment calls for institutional integrity in the way a college or university manages its affairs - specifies its goals, selects and retains its faculty, admits students, establishes curricula, determines programs of research, fixes its fields of service.

The maintenance and exercise of such institutional integrity postulates and requires appropriate autonomy and freedom.

Put positively this is the freedom to examine data, to question assumptions, to be guided by evidence, to teach what one knows - to be a learner and a scholar. Put negatively this is a freedom from unwarranted harrassment which hinders or prevents a college or university from getting on with its essential work.

A college or university must be managed well and remain solvent, but it is not a business or industry. It must be concerned with the needs of its community and state and county, but an institution of higher learning is not a political party nor a social service. It must be morally

responsible, but even when church related, it is not a religion nor a church.

A college or university is an institution of higher learning. Those within it have a first concern evidence and truth rather than particular judgments of institutional benefactors, concerns of churchmen, public opinion, social pressure, or political prescription.

Relating to this general concern corresponding to intellectual and academic freedom are correlative responsibilities. On the part of trustees and administrators there is the obligation to protect faculty and students from inappropriate pressures or destructive harrassments.

On the part of the faculty there is the obligation to distinguish personal conviction from proven conclusions and to present relevant data fairly to students because this same freedom asserts their rights to know the facts.

On the part of the students there is the obligation to shift and to question, to be actively involved in the life of the institution but involved as learners at appropriate levels. The determination and exercise of proper responsibilities will be related to the students' status as undergraduate, professional, or graduate students.

Intellectual freedom does not rule out commitment; rather it makes it possible and personal. Freedom does not require neutrality on the part of the individual nor the educational institution - certainly not towards the task of inquiry and learning, nor toward the value systems which may guide them as persons or as schools. (Federation, 1966).

Hence institutions may hold to a particular political, social, or religious philosophy as may individual faculty members or students. But to be true to what they profess academically, individuals and institutions must remain intellectually free and allow others the same freedom to pursue truth and to distinguish the pursuit of it from a commitment to it.

All concerned with the good of colleges and universities will seek for ways to support their institutional integrity and the exercise of their appropriate autonomy and freedom. In particular, the Federation and the regional commissions which have a particular responsibility to look at an institution in its totality, will always give serious attention to this aspect and quality of institutional life so necessary for its well-being and vitality.

The Federation of Regional Accrediting Commissions of Higher Education - FRACHE - in 1975 merged with the National Commission on Accrediting - NCA - and the new body is known as the Council on Postsecondary Education.

Moellenberg (1976) indicated that one inhibiting factor is the extreme complexity of the role that a modern university administrator must play along with the rampant mistrust of authority. Wisdom, integrity, and high academic standards might have sufficed in past days to earn the respect and support of colleagues, but the present day administrator regardless of race, sex, or political persuasion, is likely to be called racist, sexist, radical, or reactionary, often in combination.

Moellenberg (1976) stated that the added size and increased heterogeneity of function create another problem for the administrator in the breakdown of old patterns of university governance. The consensus that could be achieved in an open-forum type of faculty meeting where issues were debated congenially by a small and relatively close-knit group is seldom possible under present conditions. There are too many complex issues, too many diverse points of view, and too many demagogues looking for ready-made soapboxes to permit expedient decisions. The result is endless procedural debate and parliamentary maneuvers designed to force or prevent passage of contested legislation.

Kurpius (1979) pointed out that higher education institutions tend to function with ambiguous goals, low interdependence of members who identify more with "profession" than "institution" and who place high value on collegial climate (even though often a myth) and produce products (graduate and research) which often lack a clear measure of quality and functionality.

#### IV. Organization Development (OD)

In applying OD in higher education, it is important that one understands the contextual issues and systems, and the decision-making processes which are practiced within and among the various subsystems in the institution.

The three decision-making models suggested by Baldrige (1972) are Collegial, Bureaucratic, and Political. According

to Baldrige (1971), the basic image of the Bureaucratic model is based on a hierarchial bureaucracy. The change process is a minor concern. Conflict is viewed as abnormal which tends to be controlled by bureaucratic sanctions. The view of social structure is unitary which is integrated by the formal bureaucracy. The basic theoretical foundations include the Weberian Bureaucratic Model and the Classical Formal Systems Model. The view of decision-making is based on rationalistic, formal bureaucratic procedures. The goal setting and policy has emphasis on execution.

The Encyclopedia of Sociology (1974) showed that Bureaucracies were first studied in detail by Max Weber, whose "ideal type" formulation of bureaucratic characteristics has profoundly influenced subsequent research.

According to Weber, the chief characteristics of a bureaucracy are: 1. A clearcut division of labor among the individual officials; 2. A hierarchial authority structure, with the scope of each individual's responsibility clearly defined; 3. A formal system of rules and regulations governing decisions and actions; 4. A specialized administrative staff that maintains the organization and its internal communications system; 5. An impersonal orientation by the officials toward their clients, who are treated as "cases"; and 6. A promotion system based on merit or seniority (or both) so that officials typically anticipate a life long career in the organization.

The collegial model is common for faculty decisions. Collegialism suggests full participation of the faculty and staff in the management of the university. The origin stems from a community of scholars who manage and administer its own affairs. Decisions are made by consensus. Subsystems within the large organization tend to be independent and often insulated from each other. Great pride is taken in the competence of the members and little status is awarded to someone because of his/her position in the hierarchy. Expert power is much more significant than position power.

The data based approach emerged as a result of management information systems (MIS) and the analytical models have been followed by Kurpius (1974) and Chamberlain (1975). Data based decision-making such as MIS is clearly a rational/empirical model. No one seems to be completely comfortable with the present day usage of the analytical model even though it is being frequently used in higher education. This model is somewhat influenced by the analytical model.

The political model represents a regression toward the mean or compromise approach. Informal networks and informal power groups have often been seen as the prime means of getting things accomplished in universities.

Baldrige (1972) believed that there are three theoretical sources of the political model which include the following. Conflict theory states that conflict is natural and healthy, with emphasis on change processes. Community power theory recognizes forms of informal power and influence in the academic community with veto potential. Interest group theory includes smaller groups, often with divergent values toward any one institutional goal.

Kurpius (1979) stated that the purpose of organization development is to optimize human/social development, and to optimize task accomplishment. The goals of organization development have been deeply influenced by two natural human phenomena. First, humans strive to improve the quality of life through their work efforts and second, given the proper conditions, humans desire to contribute to the effectiveness of the organization in which they work.

Friedlander and Brown (1974) supported these two goals and reported that the philosophical base of OD include rationalism, pragmatism, and existentialism. Rationalism requires accurate and useful data for problem-solving and decision-making, pragmatism places priority on practical usefulness for humans, and existentialism stresses the need for human involvement which is responsive and action oriented.

Other goals of OD suggested by Kurpius (1979) include the following.

1. Create open problem-solving climate (unnatural problems get solved as easily and as natural as natural problems); Anything that the system does not have experience in solving.
2. Supplement authority of role with competence.
3. Locate decision-making at the source of the problem.
4. Build trust and collaboration. Trust is difficult to build.
5. Develop appropriate reward system.
6. Increase self-control direction.
7. Shared management/Decision-making.
8. Use relevant/effective data.

Kurpius (1979) pointed out that originally, most organizations were small and had relatively simple internal operations with limited and uncomplicated interactions between the populations, accelerated technical advancements and expanding and changing markets, organizations, including colleges and universities, were required to grow and develop accordingly. This accelerated growth pattern created both an

internal and external impact.

The external factors were that the environment created more demands for increased organizational responsiveness. These demands influenced internal force which stimulated internal organizational modification. Specialized job descriptions, hierarchical structures, codified rules and distinct yet interdependent subsystems were needed. Thus as the internal operations became more complex and the external environment became more interactive with internal operations, organizations became bureaucratized. As mentioned previously in this monograph, the early work of Max Weber (1946) became the primary force for the development of bureaucracy.

Bennis (1973) highlighted two sets of organizational properties that distinguished industrial organizations from higher education institutions. Industrial organizations where OD has been successful tend to be large, goal directed, somewhat self-contained, maintain a strong economic base, produce a tangible product and have adequate measures to assess the performance of the organization. Higher education institutions tend to function with ambiguous goals, low interdependence of members who identify more with "profession" than "institution" and who place high value on collegial climate (even though often a myth) and produce (graduates and research) which often lack a clear measure of quality and functionality.

Boyer & Crockett (1973) stated that universities have more diverse goals, structures, pluralistic subsystems, difficulty in measuring the quality of their products, and more dependence on the environment than industrial systems. Universities also tend to foster norms of individualism and autonomy in the conduct of research and teaching which tends to work against the cooperative norms encouraged by OD practice.

According to Kurpius (1979), with the onset of all organizations from the family unit to a megalopolis recognizing the importance of systems variables, OD has a great promise as a new dimension for improving the quality of life as well as the performance of higher education institutions.

Schein (1972) reported that the relationship between organizations and their environments are complex and as yet not well conceptualized. First, it is difficult to define the appropriate boundaries of any given organization under analysis and to determine the size of its environment. Second, organizations generally have several purposes or fulfill several functions. Third, the organization carries within itself representatives of the external environment. Employees are not only members of the organization which employs them, but they are also members of society, other organizations, unions, and consumer groups. Fourth, the nature of the environment is itself changing very rapidly. This change is observed most clearly in the rapid growth of technology, but change is also increasing in the economic sector because of the expansion of markets throughout the entire world and in the sociopolitical sector because of changing norms about the priorities which should guide technologically sophisticated countries like the United States.

As a result of these reasons, organization theorists have begun to build more complex models which attempt to take into account relationships between systems and their environments. These new systems models do not have the neatness or completeness of the classical concepts of organization, but they are a closer approximation of what the researcher finds when he actually studies organizations.

Schein (1972) concluded that several kinds of propositions can be stated which will ultimately lead toward redefinition of what is an organization.

First, the organization must be conceived as an open system, which means that it is in constant interaction with its environment, taking in raw materials, people, energy, and information, and transforming or converting these into products and services that are exported into the environment. Second, the organization must be conceived of as a system with multiple purposes or functions that have multiple interactions between the organization and its environment. Many of the activities of subsystems within the organization cannot be understood without considering these multiple interactions and functions. Third, the organization consists of

many subsystems that are in dynamic interaction with one another. Instead of analyzing organizational phenomena in terms of individual behavior, it is becoming increasingly important to analyze the behavior of such subsystems, whether they are conceived in terms of groups, roles, or some other concept. Fourth, because the subsystems are mutually dependent, changes in one subsystem are likely to affect the behavior of other subsystems. Fifth, the organization exists in a dynamic environment that consists of other systems, some larger, some smaller than the organization. Finally, multiple links between the organization and its environment make it difficult to specify clearly the boundaries of any given organization.

Schein (1972) ultimately believed that a concept of organization is perhaps better given in terms of the stable processes of import, conversion, and export, rather than characteristics such as size, shape, function, or structure.

Current trends in OD practice show that OD as a professional field is in transition (Burke, 1976). Two major trends in the practice of OD include the following. The first trend indicates that OD's potential utility is not confined to the business and suburban education settings where it was originally begun. The second trend stresses that new technologies are being spawned in response to the challenges evoked by new kinds of problems which OD practitioners are asked and seek to solve (Alderfer, 1977).

Some of the new settings where OD is practiced include international relations, domestic political processes, health care delivery, and higher education. However, the range of settings to which OD methods are applied is expanding significantly. These settings include OD in a newspaper (Argyris, 1974), in religious communities (Erber & Rock, 1975), in a correctional system (Dubin, 1975), in an airport (Hutton & Connelly, 1972), and in the military (Mills, 1974). It might also be noted that Partin (1973) compiled a series of first-person accounts by OD practitioners which also revealed the wide range of settings in which OD is being practiced.

Alderfer (1977) pointed out that the application of OD methods to problems that involve international relations crosses the boundary between organizations and communities in which they are embedded. He showed how the reports by Vansina (1974), and Alevy et al (1974) dealt with organizations and with the interaction between those organizations and their environments.

Presently, there are a number of reports of OD efforts in an explicitly urban political context. Weisbord, Lamb, & Drexler (1974) provided a detailed case study of improving police department management through problem-solving task forces. Golembiewski & Kiepper (1976) applied standard team-building and intergroup problem-solving interventions to the start-up processes of the metropolitan Atlanta Rapid Transit Authority (MARTA). Brown (1974), along with E. B. Eddy as the primary consultant in the program, presented a detailed case history of organization development in Kansas City, Missouri which may be the most extensive effort to apply OD methods to a public sector system that has been undertaken to date. Team building, task force problem-solving, and data feedback were employed regularly over a three year period within the administration and between the city manager and the city council. However, according to Alderfer (1977), Brown's (1974) account is primarily historical and analytical without efforts at systematic evaluation.

Alderfer (1977) indicated that governmental settings bring OD practice into contact with political processes. Early experiments strongly suggest that OD's survival depends heavily on the intersection of political and administrative processes. The health care delivery is another institutional area whereby OD has recently begun to take place. This sector of society also involves the presence of the powerful and technically sophisticated profession of medicine. Beckhard (1974) asserted persuasively that OD practitioners should attempt to involve themselves in the health care field.

Rubin, Plovnick, & Fry (1974) analyzed the special problems of gaining entry into community health care organizations. They found sources of resistance to behavioral science application in the medical setting different from those in industry, and consequently these called for different behaviors on the part of the consultant.

Alderfer's (1977) review of the Rubin, Plovnick, & Fry (1974) study further noted the following. Provisions of comprehensive health care has become an inherently vague and ambiguous task confronted by severe pressures and transformed into immediate crisis management. The anxiety surrounding matters of life and death leads to a survival orientation and less willingness among clients to try anything that seems innovative or risky. Consultants become more directive and assertive than is their custom, especially as they are confronted with multiple sources of authority from the medical profession, the administrative hierarchy, and community boards. Their perceived value to a system may turn heavily on what they actually do in face-to-face encounters with clients working on real day-to-day problems.

Since OD has begun to be utilized in college and university settings, there seems to be two basic goals to be realized in using it. First, group dynamics and secondly, other OD methods can be implemented to change the behavior of subsystems and the university as a whole (Alderfer, 1977).

Alderfer (1977) indicated that OD, linked to both social science and social action, has a more complex relationship to the value of systematic social science than fields which are more strictly scientific or activist. Kahn (1974) suggested that much can be found to criticize if one examines OD practice only from the standpoint of scientific values. In his review, Alderfer (1977) noted that only a small proportion of OD interventions are evaluated systematically which does not mean that scientific values are being driven from the field. Alderfer (1977) further indicated that OD research is becoming more sophisticated along a number of dimensions. He reviewed studies which show the main development in research

design, measurement, and theory in OD. These OD values and methods appear to be having an impact on how much basic social research is being conducted.

The following evaluation studies reported by Alderfer (1977) showed that OD researchers are achieving more rigorous research designs to evaluate interventions. These studies include Coughlan & Cooke (1974) which reported the results of a carefully studied collective decision-making intervention in elementary public schools; Kimberly & Nielsen (1975) evaluated the effects of extensive OD intervention in an automobile plant consisting of 2600 hourly and 200 salaried employees; Hautaloma & Gavin (1975) reported the results of a thorough diagnosis and intervention effort with the employees and management of a small midwestern manufacturing company; Frank & Hackman (1975) reported the results of a job enrichment project that failed to produce the intended results; and Alderfer & Brown (1975) evaluated OD in a long-term boarding school study and intervention.

It should be noted that various forms of quasi-controls are used as the setting permits, and more valid inferences about the outcomes of interventions under some conditions are associated with certain kinds of constructive change. Some investigators are carefully assessing their own and others' work which provides reasons to be more confident about the results (positive or negative) of individual projects. However, the diversity of dependent as well as independent variables prohibits conclusions of a broad general nature. There is clear evidence that better measuring instruments are being developed, and greater understanding of measurement errors is being obtained (Alderfer, 1977).

#### V. Change Model

This change model tends to lean more toward the humanistic views. However, if effective change is going to occur, a change model must include a combination of humanistic and structural change strategies. The two-way influence vectors suggest that behavioral systems are influenced by and in turn influence structural systems. This reason is why structural changes can result from behavioral change (Aplin, 1978).

Change occurs when there are needs to be met, attitude, motivation, and behavioral changes, and a desire to achieve a designated goal. An attempt is made to alter ones present situation by working around obstacles in the system in order for ones outcome to be beneficial and psychologically rewarding.

A person's life is influenced by their ideas, beliefs, motivation, norms, and social structure. They must encounter forces that result in profit or failure of life experiences. People seek rewards for their successes and accomplishments. They must acquire knowledge to learn how to assess their strengths and weaknesses; they must profit from positive as well as negative experiences; and they must learn how to turn adversity into prosperity. Argyris (1964) suggested that everyone has a need for psychological success and that organizations as presently structured hinder people's satisfaction of this need. He further argues that every individual has a need for "self-actualization," and other human relations writers suggest that often the organization stands between the individual and this goal.

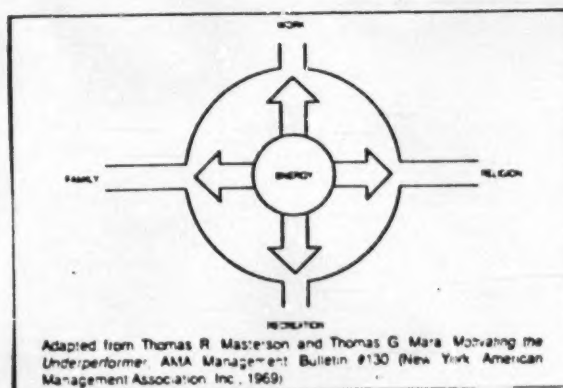
According to Maslow (1970), in a community, the well-being of every individual is dependent upon satisfaction of basic needs. Hierarchy of needs include the following.

1. Physiological needs for bodily homeostasis include oxygen, food, rest, water. Until these most basic needs are satisfied no higher level need can be considered by the individual.

2. Safety and security needs include freedom from fear, protection from the environment, need for structure, law, and limits of behavior. Usually an individual will have his/her safety needs met by a community system or subsystem within it. Some adults may perceive the world as hostile, threatening and overwhelming. In a community, safety needs may be expressed by the individual's needs for a protector.
3. Love and belonging needs are met after the above two types of needs have been met. Most individuals seek affectionate relationships through people and search for a place in a family and one or several groups. Those individuals who are unfulfilled in this respect are rootless and experience feelings of rejection, alienation, and loneliness. Since man has the tendency to seek love and belonging by flocking or herding to groups, the breakdown of traditional groupings and urbanization, with the disappearance of village friendliness, is most frustrating to him.
4. Self-esteem whereby all individuals have a need to maintain a high self-evaluation and esteem for others. These desires are fulfilled in the world through achievement, strength, competence, and the acquisition of a reputation and prestige. Self-esteem promotes feelings of confidence, capability and adequacy, so that an individual feels useful in the world. Low evaluation of self and lack of respect from others causes an individual to feel inferior and helpless.
5. Self-actualization is to become self-actualized whereby an individual must become everything that he is capable of

becoming. The previous needs must first be fulfilled before an individual can strive to live to his potential greatness.

In considering people in general in our culture and what usually move them to act as they do, Masterson and Mara (1969) constructed a model for human activities by considering an adult American at work in business, industry, government, or elsewhere who has learned to channel his out flow of physical energy and use it to reach his objectives. The following diagram shows an example of the model.



The arc of the model represent inhibitions, dams preventing outflow, or what he has taught himself not to do. The straight lines enclose the channels of work, family, religion, and recreation. The widths of the channels vary from person to person in proportion to the percentage of energy, enthusiasm, interest, and identification.

McClelland (1973) pointed out that Americans act in response to four types of motivation which includes those for achievement, for power, for affiliation (or relationship), and for love. The following gives reference to affiliation, achievement, and power motivation. Maslow showed a good example for the need for love.

McClelland and Watson (1973) found that people high in the need for affiliation (n affiliation) try to avoid public competition by taking low risks. People high in the need for power (n power) seek to stand out publicly and do so in gambling by taking more extreme risks or set impossibly high goals because their desire is more to have impact on those around them than to accomplish something. People high in power motivation do not seem to take into account the probability of success in terms of getting things done. Instead, it is as if instrumental acts (means or helpful way of bringing something about) have a different meaning for them as compared to the achievement oriented person.

People high in the need for achievement (n achievement) set goals privately for themselves of intermediate difficulty so that they are likely to get a sense of

personal accomplishment. They want to know if an act is instrumental to solving a problem. For instance, if a particular therapy program actually rehabilitates alcoholics. But the n power person wants to know if the act is instrumental to doing something about the alcohol problem which means that he would like to set-up a large and impressive program to deal with it. The success or failure of the program is not important to the n power person because he does not want to do better. This persons main concern is to have an impact.

Change in an organization usually comes from the top down to its employees, but it does not always occur that way. Change is more effective and occurs rapidly when it is incorporated into an organization policy. One must understand the difficult and well established normative structure to effect change in a system. Since people are situated at the bottom of the organizational structure, change in the organization will occur if people's behaviors are interrelated with the goals, framework, and methods of that system. People will be hesitant and resist change when they are first introduced to it because it is a threat to their routine methods of performing (tunnelvision) and contentment, and fear of innovation or new ideas if they are not a part of it. These things can also occur if they are a part of the change process. Therefore, the re-education and collaborative approach to the consultee/client system is important to effect structural change.

Allen and Pilniks (1973) suggested that every organization has weak and negative norms embedded somewhere within it, which are detracting from its overall effectiveness. Understanding the general meaning of norms is only the first step in the processing of changing norms. The next step is the identification of those norms both positive and negative, that are currently operating within a specific organizational unit. The identification of the underlying negative norms is crucial, since all change strategies are based upon this assessment.

Lewin's (1951) Force Field Analysis was one of the most useful methods of identifying forces which both block and support problem-solving and decision-making processes. Lewin felt that for every attempted change (decision) there existed two sets of forces. One set tended to support the desired change and the second set of forces acted as a barrier to reaching a desired goal. The outcome of using this process is the identification of the problems and the resources for moving toward the desired goal. In an organization, the management represent the force pushing toward the structural goal and the people in most cases represent the force pulling away from the goal. Most often there may be conflicting beliefs, fears, satisfaction, and values between the two groups in reaching an equilibrium for structural change.

Drucker (1954) indicated that people might resist organizational change because they might be admitting that some of their previous decisions or beliefs were wrong, peer pressure, or a supervisor's attitude toward them. The strategy Klotter

and Schlesinger (1979) would call for is a much slower change process, a clear plan, and involvement on the part of many people other than the change initiators.

Allen and Pilniks (1973) suggested that norms of teamwork/communication emphasized the ability of people to work together as a team toward shared objectives.

McClelland (1978) stated that precise technical knowledge permits change, prevents manipulation, and therefore promotes human betterment. The individual must participate directly in the change. This behavior model stresses that the individual must internalize the change and accept the consequences once he has decided what the system goals are to be achieved. People should perceive a certain level of trust in the change outcome. Once trust has been established, it is still not easy for one to be motivated to help bring about change. It must be instilled in one a belief that one will improve ones situation within the organization. One must conceptualize structural change by having a "we" rather than "they" attitude toward the change.

According to McClelland (1978), if one gives an organization members a plan or goals that they can use for life it should improve the quality of life of these members. The goals that people will get and the skills acquired in this model will be a life plan that will enable them to develop professionally and to effectively make personal life changes as well as organizational changes while interacting with various forces within the system. Life Planning, a process in the

organization is to assist its members in the development of skills, attitudes, and behaviors which will enhance the potential for satisfying and successful outcomes associated with making life/career, and organizational decisions. These individuals will strive to be more positive, pull their own life planning strings, and develop the competencies and confidence necessary to take charge and to be in total control of their lives.

McGregor's (1960) illustration of a Theory Y manager allows his people to test the limits of their capabilities and uses errors for learning better ways of operating rather than as clubs for forcing submission to the system. He structures work so that an employee can have a sense of accomplishment and personal growth.

Crowfoot and Chesler (1974) put emphasis on the individual in the political perspective which is relevant and support my ideas of an internal/external referral network of resource persons. The individual is viewed as necessarily interdependent with others. Essentially powerless to meet his needs alone, the individual must establish explicit interdependence with other individuals and groups in order to mobilize the power required to gain resources needed for survival and satisfaction and to advance common interest. This idea is not intended to be a power plan, but one can become powerful by developing an influential base of internal/external referral network.

The Unchangeability Myth Itself proposed by Bakker (1975) complements my behavioral change model. Expectation exerts a force in the direction of its fulfillment. In order to learn a new behavior a person first will have to believe that he is able to learn it. The first step in actually acquiring a new behavior pattern is to imagine oneself doing it.

People can be considered partially free insofar as they shape future conditions by influencing and controlling their own course of action. However, the values and behaviors that people freely choose and perform will directly relate to their selection of associates and the activities that they engage in. The result of one's selection and how well one manages one's behavior and standards will determine if one's life outcome will be successful or unsuccessful. In this change model, the forces that result in profit or failure of life experiences is supported by Bandura's (1974) suggestion that altering their immediate environment, by creating cognitive self-inducements, and by arranging conditional incentives for themselves, people can exercise some influence over their behavior. An act therefore includes among its determinants self-produced influences.

Another method to enhance behavioral and structural change is to teach people how to anticipate or change adversity and to control adversity as they begin to overcome obstacles to achieve their goals. Bandura (1977) reported that changes in perceived self-efficacy affect people's choices of activities, how much effort they expend, and how long they will persist in the face of the obstacles and adverse experiences.

The successful outcome in the behavioral change model is a significant achievement of a desired goal or change strategy one has attempted. Once a person has arrived at this stage in the change model one should have developed the necessary skills and philosophical base to be in control of ones life and to effectively utilize change strategies to survive in any social or organizational structure. The individual will have developed two power bases to utilize in an organization. The power bases include expertise (knowledge or skill based) and referent (status in internal network or resource persons).

Bandura (1976) indicated that people also get themselves to do things they would otherwise put off by making tangible outcomes conditional upon completing a specified level of performance. In programs of self-directed change, individuals improve and maintain behavior on their own over long periods by arranging incentives for themselves.

The proposed consultation model is based on the four phased collaborative mode of consultation outlined by Kurpius and Brubaker (1976) which include Phasing-In, Planning, Producing, and Phasing-Out.

The situation in the collaboration mode requires the consultant to assist the consultee to discover, define, own, and develop a plan to act upon problems which occur in the target area (consultee's environment) and are in need of change (Kurpius and Brubaker, 1976).

Brokes' (1975) definition of the consultation process is one in which an individual or group of individuals (consultants)

forms a voluntary and temporary relationship with another individual or group of individuals (client) for the express purpose of helping the client attain a desired goal.

Havelock (1973) suggested that effective problem-solving requires the bringing together of needs and resources. Cohen (1974) stated that collaboration is essential because in any complex organization problems are embedded and must be resolved in a social context.

Caplan's (1970) classification of collaborative consultation is explained as program-centered and consultee-centered administrative consultation. In the consultee-centered administrative consultation the consultant centers his attention primarily on the work difficulties of the consultee and attempts to help them improve their problem-solving skills and overcome their shortcomings. He is interested in collecting information about the organization, its goals, programs, policies, and administrative structure and functioning, not in order to work out his own recommendations or a collaborative plan for improving these, but as an aid in assessing the problems that impede the operations of the consultees and as a vehicle for assisting them to improve their ways of overcoming their work difficulties.

Schein (1972) indicated that the essence of organization development (OD) is the concept of helping the organization to gain insight into its own processes, develop its own diagnostic and coping resources, and improve its own internal relationships with the help of an outside and/or inside consultant who functions as a catalyst. He does for the organization what a

good counselor or therapist does for an individual client by helping him to solve his own problems by teaching him to cope better. This type of help puts the focus on organizational, group, and interpersonal processes, and therefore has been labeled process consultation, to distinguish it from the more traditional consultation which involves the provision of expert solutions to problems posed by the client.

Process consultation, in dealing with a variety of issues which may be hampering the effectiveness of the organization, can thus be seen to be one of the key activities which goes on in any program of organization development.

#### VI. Consultation Process - A Hypothetical Situation

The development and confirmation of a workable consultation style has influenced this model because each consultant brings to the consultation process a variety of assumptions about people and systems, personal values, and skills and knowledge which constitutes the basis for his consultation style. Therefore, it is important that the articulation of the consultant's basic professional belief system be shared in order to reduce the likelihood of a consultant/client dilemma during the preparation and implementation phases (Brokes, 1975). This is the pre-entry into a system. The basic professional belief system of the consultant of this model was mentioned in the previous section on change strategies.

In the Entry Phase, the outside consultant receives a call from the Vice President for Student Affairs (VPSA) who

was advised by his friends from the National Association for Student Personnel Administrators (NASPA) to talk with this consultant. The VPSA is new to the position at XYZ University. The VPSA's purpose is to seek assistance in getting his division in order.

The spotlight is being shined on the VPSA. There are multifacet problems. There are unclear student affairs mission statements. The VPSA perceived this as being a problem when he interviewed for the position. There is obviously a poor working relationship among staff. Persons within the university have been talking about these problems. Staff members display negative attitudes and vibrations. These activities have spilled over to the relationship with students. Therefore, faculty and student leaders are complaining at their student government meetings that student affairs is ineffectively servicing students.

The consultant asks the VPSA if he has authority to seek a consultant and who else has responsibility in the problem. If he says the unit directors, the consultant asks if they are aware that he is seeking assistance.

The consultant realized that the request is highly sanctioned. Bowers, Franklin and Pecorella (1975) believed that it is important to select a significant point of entry, usually high in the organization, but at the same time, one should consider the probability of success and failure, given the nature of the problem and change goals. From the development point of view it is best to begin with less complex

problems and move toward more demanding change goals. Therefore, the consultant believes that his chances of success is better when he is sanctioned by persons high in the organization.

The consultant again asks if there are any other concerns or needs. The VPSA indicated that he has the following concerns regarding his division. 1. Low trust level among staff. 2. Poor working relationships. 3. No inter or intra unit cooperation. 4. Poor division task maintenance. 5. Unclear student affairs mission. 6. Ineffective service to students.

The consultant asks who in the organization has insight about these concerns. The VPSA says that the staff members at all levels within the division (directors, professional and administrative (P&A) staff, and secretaries, clerks and receptionists (support staff) have insight about the progress or what's going on within the division.

The consultant asks the VPSA while on the telephone if he has discussed this problem with his unit directors. If so, the consultant will want to find out if they perceive the same problems as he perceives them.

The consultant will want to know who will be working with him to effect action. The VPSA says he will give the consultant his full cooperation. The consultant's contact person(s) will be the VPSA and unit directors. The directors share responsibility for effecting action. They are held accountable (by self directedness) for the action and behavior of all staff. The VPSA has the ultimate authority to make

decisions about the consultant being hired and he has budgetary control which will unfold funds to pay the consultant's fee.

The consultant, before getting off the telephone, asks the VPSA if he knows how a consultant firm work out its time and fees when consulting with outside organizations. Before the consultant makes a decision to work with this organization, he tells the VPSA that his fee ranges from zero to \$500 per day. Sometimes he will consult with community agencies and civic groups free of charge if they do not have any money for a consultant or depending on what their needs and cause involves. This consultant has a fee for travel time and on-site time. In this case, there will be a \$250 fee for the first meeting and any meetings after that will be \$500 per day.

The consultant will want to know what the VPSA has tried to solve the problem(s). The VPSA has been too busy with administrative tasks to work on solutions. He has told his staff that he wants to solve the problem(s) a certain way. The consultant picks up on this autocratic administrative style. There may be a need for a structural change.

The consultant tells the VPSA that they may have a problem working with each other because they have different ways of working with group(s). The consultant shares some of his ideas about working with people and groups. The VPSA tells the consultant that his approach will be acceptable. The consultant will want to know how much time the VPSA would want to receive consultation, what people will be available to assist him. At

this point they temporarily agreed upon ten days of consultation.

Next the consultant and consultee agrees on a meeting time, place, agenda, composition and who will chair the meeting. The consultant suggests that the VPSA be the only one at the first meeting. The consultant will send a letter to confirm their conversation and meeting. At the meeting, the consultant gets the VPSA to rank order the problems from most important to least important and/or from most complex to least complex.

The consultant gets the consultee to re-think his previously stated concerns in order that the consultant will be able to ask leading questions and to obtain basic information for him to consider continued involvement (Brokes, 1975). The consultant and VPSA (consultee) confirm their previously agreed upon consultation.

The consultant assesses the origin and history of the consultee concerns and tries to determine what else is desired and the goals to be reached. It is important that the consultant find out what solutions the consultee has tried or any solutions or suggestions made by the clients to change the situation.

The consultant must also find out what other persons within the organization have the same perceptions about the problems(s). In order to explore any discrepancies that resulted in the consultee's determining a problem exists, the consultant, after gaining support from the VPSA, will set-up

a task force to get a better understanding of the presenting problem. These persons will represent every staff level in the client system (P&A staff, support staff, and Directors). The consultant will share his conceptual framework with the consultee.

The consultant must express his wishes to be held accountable to the VPSA only and not to the clients. He will not be held responsible if the directors or the consultee task force whom he will collaborate with are not able to solve the problem. The consultant cannot guarantee that they will fulfill the designated task.

The consultant, in setting-up the consultant contract, will want full support from the VPSA and will agree to keep informed of the consultation progress. The consultee must be committed to solving the problems. In this temporary contract, the consultant points out the expectations between the consultant and the consultee. They mutually agree upon expectations.

The consultant will require that the consultee provide the necessary resources to solve the stated problems. These needs will include space; material (newsprint, markers, pencils, paper); audio-visual equipment (overhead projector, tape recorder, movie projector); and time to meet with experts in the student affairs division.

In the consultant contract the consultant will agree not to confront the consultee about their behavior, but will focus upon issues. He will only act as a collaborator to help solve

the problems. He will not get involved in organizational issues of policy changes or power struggles (Kurpius and Brubaker, 1976).

Some essentials for a successful consultant-consultee relationship and contract include the following. Havelock (1973) stated that "good relationships have no formula" but there are nine terms which may serve as criteria for the consultant to determine their progress. Kurpius and Brubaker (1976) gave a brief description of the nine terms.

1. Reciprocity - The relationship will be one in which both parties are able to give and take with a two-way flow of information.
2. Openness - A willingness to seek, receive and share ideas, constraints and support.
3. Realistic Expectations - Avoidance of overselling a process or this model. The consultant will explain that he is human and should not be expected to be a miracle worker.
4. Expectations of Reward - Early tangible evidence of how proposed changes could improve the quality of life for the consultee. The consultant will share research facts with the consultee in which goal setting, time management, and communication and human relations skills can enhance growth and development in the organization.
5. Structure - Defining roles, procedures and expected outcomes which should occur during this time. These also help in the early development of the contract. The

consultant will advise the consultee that the formulation of structure be in the shape of a contract. One that is flexible, open-ended on a reciprocal basis, termination by mutual consent. There will be some designation of expected goals and procedures and a meaningful distribution of labor and reward for the staff at all levels of the student affairs division.

6. Equal Power - Equalizing power between the consultant and the consultee to expedite mutual solution of problem. This way neither the consultant nor the consultee will have the power to compel the other to do anything. The consultant, as mentioned previously, will only be held accountable to the VPSA.
7. Minimum Threat - Most of us like our world the way it is so the consultant must recognize that change is often perceived as a potential "disturbance" before being considered as a "benefit." Therefore, the very idea of change is threatening to most of us particularly when an outsider enters ones system to help.
8. Confrontation of Differences - Differences will be identified and worked on as a mutual part of the process. High trust and mutually beneficial outcomes will usually follow such confrontation sessions. The consultant will confront ideas and not personal ties at this stage.
9. Involvement of all Relevant Parties - Minimally, the identified influentials must know that the consultant is working in the system, and agree that the consultant should

be there. In this case the consultant will have been sanctioned by the VPSA and his unit directors because they are the ones that hired him.

The data gathering process is important in helping to determine the success of the consulting strategy. In planning for the data collection, the consultant will meet with the consultee task force to discuss and agree upon the data gathering procedures to be implemented in the client system.

The consultant will suggest that he be allowed to observe informal and formal staff meetings of various units within student affairs and the divisional student affairs staff meetings. The consultant will also observe the daily activities of each unit within student affairs. He will be observing intra and inter unit cooperation as one of the stated student affairs problems. The consultant's observation of the target behavior will be based upon an agreed criteria with the consultee task force.

The consultant will conduct informal interviews with each of the unit directors individually who are included in the consultee system. He will be trying to find out if they perceive the same problems that the VPSA perceive as seriously affecting the client system and the student affairs division at large. These directors will be asked if they perceive any other problems affecting the client system. They will be asked to rank order the same needs of the student affairs division as mentioned earlier. This ranking will be compared with the ranking made by the VPSA.

The consultant will not have direct contact with the client system. He created a task force to deal with the client system. Therefore, the consultee task force will use the same procedures with the client system. Also in the interviews, they will look for and note second-level symptoms which may underlie the obvious ones.

The consultant will make suggestions and consult with the consultee task force regarding the construction of an appropriate questionnaire to be used in the needs assessment of the client system. The questions will be drawn from the Kurpius and Brubaker (1976, p. 30) four part model which include the following dimensions. Purpose: "The values and goals of the target system." Framework: "The rules and patterns that govern the formal relationships and duties of the target system." Methodology: "The means for accomplishing the objectives of the target system." Psychosocial: "The inter- and intra- personal dynamics of the individuals in the target system." Ideas will also be extracted from the Havelock (1973) description of making a diagnostic inventory.

The diagnostic instrument will be constructed from a systems viewpoint. The responses obtained from the questions on the inventory will be placed on a response continuum ranging from one to five. One being least important and five being most important. The VPSA and consultant will agree which persons who they will share the data. The consultant will give a few examples of how to complete the instrument.

Other questions will be included in the instrument as the task force deems necessary.

The needs assessment instrument will include the following type of questions. Please circle one of the following.

1. What is the system's general goal? (Purpose)

Response Continuum:

|                                                                                |   |   |   |                                                                        |
|--------------------------------------------------------------------------------|---|---|---|------------------------------------------------------------------------|
| 1                                                                              | 2 | 3 | 4 | 5                                                                      |
| Maintenance                                                                    |   |   |   | Growth                                                                 |
| "Let's stay where we are."                                                     |   |   |   | "Let's evolve in order to better fulfill our purposes."                |
| Everyone always managed by doing their own thing.                              |   |   |   | Staff should be cybernetic and innovative.                             |
| Staff always came and went as they pleased just as long as they did their job. |   |   |   | Staff should be adaptable to new ideas and programs.                   |
| The only way a student could see a staff person is to set-up an appointment.   |   |   |   | Our doors should always be open to students and encourage suggestions. |
| Staff duties are too important to be interrupted by students.                  |   |   |   | "Students are not an interruption of our work, but the purpose of it." |

2. What are the authority roles based upon? (Framework)

Response Continuum:

|                                        |   |   |   |                                                                      |
|----------------------------------------|---|---|---|----------------------------------------------------------------------|
| 1                                      | 2 | 3 | 4 | 5                                                                    |
| Based on Position                      |   |   |   | Based on Knowledge                                                   |
| "The president knows best."            |   |   |   | "The president seeks information."                                   |
| The VPSA is always right about things. |   |   |   | The VPSA has an open line of communication with staff at all levels. |

3. What type of knowledge is necessary in order to use the method? (Methodology)

Response Continuum:

1

2

3

4

5

Specialized

Generalized

"Know only my portion of the process."

"Know the total process."

Our unit does not need help from the other units to solve problems or to provide service to students.

We can better serve the students and the University if units in the student affairs division collaboratively work together.

We will have conflicts if we work outside our unit.

We give and seek support from the other units.

4. What motivates the Personnel? (Psychosocial)

Response Continuum:

1

2

3

4

5

Extrinsic

Intrinsic

"I'll do anything for a price."

"That really makes me feel like I've accomplished something."

Why should we help your unit free of charge when your staff earns more money than our staff and your budget is larger?

Our staff is happy to be a part of the student affairs division. We have a sense of accomplishment just knowing that our students are satisfied with the services our unit provides them as well as other units. Also being available when students need us.

Also in the data gathering process, the consultant will look at and use existing information, including documents or statements about student affairs division policies and procedures to determine why there is an unclear mission.

The consultant examines written communication, including reports and memorandums in an attempt to get a better understanding of inter and intra unit cooperation, poor working relationships, and poor task maintenance. The consultant will also be concerned with the time lapse of the agreed upon task among units. This could give some indication of the reasons for the poor trust level among staff members.

During the meeting with the task force the consultant will follow the suggestions mentioned by Kurpius (1978) when meeting with a group. These include the following. (a) State the purpose, guidelines and expected outcomes for the meeting; (b) Encourage sharing of information; (c) Discourage early judgements about the quality of information; (d) Keep the group on task; (e) Write each content statement on a chalkboard or newsprint; (f) Agree on the most relevant information; and (g) Begin asking members to clarify the problem from the information presented.

The consultant along with the task force will analyze the data gathered from written observation of staff meetings, daily work activities, interviews, and the needs assessment instrument. They will identify according to Havelock (1973) and list the obvious symptoms as stated or presented by the client; but will not make assumptions without sufficient evidence; and

identify opportunities and strengths as well as problems and weaknesses.

Next the consultant and the consultee task force will define the problem. A related example of the problem definition as applied to this model is the one used by Koberg and Bagnall (1972) in listing eight phrases which they feel bring clarity to this sometimes vague process.

Your problem definition is:

1. Little support and encouragement from supervisors to complete assigned task.
2. No opportunity for staff growth and development.
3. Ambiguous goals, mission, and expectations.
4. Staff disorganization has drastically affected the service provided for students.
5. Student affairs staff is threatened by other University personnel intruding on their turf. (areas of responsibility).
6. A chain reaction of negative attitudes and vibrations from supervisors to P&A staff to support staff to students. The result is ineffective service to students and other University units.

These problem statements will be written on newsprint so that the consultee task force can read, clarify, and modify as deems necessary.

The consultant will not proceed until he and the consultee(s) have publicly agreed on the problem to be solved. Anyone disagreeing with the defined problem(s) will be asked to support the decision on a trial basis before reworking the

problem definition. The problem(s), as it is defined, becomes the goal for change. This goal then becomes the point of reference during the subsequent stages of the consultation process.

In identifying and selecting alternative interventions the consultee task force will be alerted to the importance of generating intervention and solution proposals and predicting the consequences which will occur if one or the other is selected. Brainstorming, writing and setting priorities is a productive process. Therefore, the four principles of brainstorming developed by Osborn (1963) will be the guiding sharing process for generating creative ideas. This process include the following.

1. Criticism is ruled out. Adverse judgment of ideas must be withheld until later.
2. Free-Wheeling is welcomed. The wider the idea, the better; it is easier to tame down than to think up.
3. Quantity is wanted. The greater the number of ideas, the more the likelihood of useful ideas.
4. Combination and improvement are sought. In addition to contributing ideas of their own, participants will suggest how ideas of others can be turned into better ideas, or how two or more ideas can be joined into still another idea.

The consultant will encourage the consultee task force to describe the values, behaviors and incentive of the client system. The consultant and consultee(s) will introduce change

in each of the four dimensions (People, Purpose, Framework, and Methodology) as is necessary. The interventions to be used in this model include the following. The consultant will get the consultee task force to identify specific interventions the client system needs.

## VII. Consultant Interventions

The consultant will generate various interventions that the consultee can choose from. He might list training, reorganization, structural change, reconceptualizing, Job Enrichment, Management by Objectives (MBO), Survey Feedback, Environmental Interface, Contingency Theory, Grid OD, Team Building, and Conflict Utilization. Behavior change has been mentioned in the change strategy section.

The consultant will be reconceptualizing throughout the consultation process. Anytime he gives his views while observing, he will condition it. If the consultee(s) indicate a need for more training such as, time management, career development, or communication skills, they will decide who is needed to train them. Also how much time the training will take, who will receive training, and any other needed training not previously mentioned.

Training will give the consultee every opportunity to transfer their knowledge and skills to their staff and client systems. It is essential that the consultee is aware that they are expected to make application of the new knowledge and skills gained. Such discussions often help student

service staff to determine that the knowledge and skills are already known, but utilization of the skill is missing (Kurpius, 1979).

If the consultee suggest reorganization, this will have implications for structural change. In the intervention of this model, the consultant agrees that this is needed.

In the structural change, the consultee task force will review the problem and solution while considering that the goals, framework, and methods for meeting human and organizational goals be viewed as interacting elements of any organization (Kurpius, 1979). (See consultant's diagram). The suggestion of reorganization will be shared with the VPSA for approval and discussion.

Some other OD interventions that the consultant and the consultee(s) will possibly agree upon include the following.

Survey Feedback, both formal and informal, interviews, needs assessment instruments, and process observation of unit and divisional staff meetings and daily work activities followed by immediate feedback to the appropriate personnel and sharing with the consultee task force will be used.

The consultant will suggest that MBO is an intervention needed, but there are some disadvantages that must be considered. Even though Management by Objectives (MBO) is an increasingly used method of evaluation in higher education (Genova et. al., 1976), it is not a panacea when applied to institutions of higher education. The basic problem is with the first steps of the process. Colleges and universities

do not have clearly stated missions and goals that yield quantifiable objectives (Sprunger and Bergquist, 1978). Drucker (1973) is one of the originators of MBO. He presents a dissenting view that sees the essential difference between business and education in the meaning of "performance and results" in the two contexts rather than in the concreteness of the mission and objectives.

In addition, higher education institutions do not have the necessary institutional research programs to provide the data needed for an MBO program; administrators do not have the competence (e.g., in wiring objectives or coaching subordinates) to implement such a sophisticated management practice; and colleges tend to introduce MBO without proper training and organizational development programs (Boylan, 1973, p. 323; Richardson, 1975, p. 309; and Sprunger and Bergquist, 1978, p. 251).

At this point, the consultant will suggest that the VPSA decide who he wants to implement an MBO program. If the consultant is asked to implement an MBO program, there will be a need to renegotiate the contract.

According to Nordvall (1977) an MBO program ideally has all the following steps.

1. Define the mission of the institution.
2. Establish institutional goals for a specific year and, as far as possible, have these endorsed by the institution's constituencies.

3. Have each subunit define its purposes and how these fit into the goals of the whole institution.
4. Establish job descriptions for all positions in the organization; these must be agreed to by the supervisor and his or her subordinate.
5. Each subordinate must then establish major performance objectives for the coming year in measurable terms with specific deadline date.
6. The supervisor and subordinate should enter into a joint review of a mutually agreed to set of objectives.
7. A schedule should be established for a review of progress toward such objectives.
8. The employee should prepare yearly a report of major accomplishments and variances between the results expected and the results achieved and present this to the supervisor.
9. This annual summary report should be discussed by the supervisor and subordinate.
10. A new set of objectives should be established for the subordinate for the next year.
11. Long-range objectives should be reviewed and periodically adjusted.

Team building and grid OD will be used as a process goal. Grid OD is a program used with persons in leadership roles to help them understand the importance for creating a balance for meeting personal goals of workers as well as the organization's goals. This balance is usually accomplished

by including greater member participation and involvement in the planning and decision-making within student services units (Blake and Mouton, 1969). The main purpose of team building is for members within student services units to acquire better skills in group problem-solving in relation to personal and organizational goals. Other consultee task force teams can be set-up to focus on a division mission statement, work to be performed that will generate better unit cooperation, and effective service to students.

Job Enrichment is one of the badly needed programs in higher education which gives attention to job satisfaction. This program will involve staff members in determining the forces which support job challenge and rewards from those which are experienced as negative and which tend to reduce the pleasure of work (Kurpius, 1979).

Contingency theory, environmental interface, and structural change will be used as part of the reorientation "reorganization" process. Structural change has already been defined. Contingency theory is the contention that there is no single, ideal design for any organization or unit. Organizational goals and resources combined with human needs and goals, usually determined through a survey feedback intervention will provide additional data needed to design or redesign all or parts of the organization. Since it is systems oriented and data supported, both human and organizational goals are considered as equal priorities (Kurpius, 1979).

Environmental Interface is a new intervention directed toward bringing together as many environmental sources and forces of influence as possible for developing human and organizational potential. This could include various units within student affairs or student affairs divisions at other colleges and universities who might share similar problems (Heller and Monahan, 1977).

Reorganization as mentioned previously is reorganizing the organizational chart and reassigning personnel to create the best fit possible for meeting human and organizational goals is the theme of this intervention (Kurpius, 1979).

The consultant will continuously use process consultation. The consultant is helping others by facilitating a better problem-solving process that encourages and demonstrates that most people have adequate know-how if given initial help in directing their competence is the goal of process consultation (Kurpius, 1979).

According to Kurpius (1979) Conflict Utilization is one goal of OD which creates an open problem-solving climate through greater member participation. In a university climate where diversity of thoughts and feelings are encouraged, certain amounts of conflict are natural and should be perceived as healthy. One of the major techniques for the OD practitioner in using conflict as an important source of energy is to focus on the issues which are producing the conflict. This process can bring the members into more direct contact with the incongruity and discrepancies between the

content, intent and consequences of the conflict. Once again the focus is on the issue causing the conflict and not the person(s) associated with it. Because human and organization goals are viewed as interdependent, there may be times when it is important to focus on the person directly.

Creating interdependence (consultee teams) will create conflict. It will bring people together which is antecedent to conflict. Shared responsibility and ownership of the total process will help to utilize the conflict as a natural resource for meeting project goals (Kurpius, 1979). If conflict occurs in these consultee teams and it will, the consultant will also consider using Henry Kessinger's methods which is a list he used for resolving international conflict.

1. Be prepared - Data - Never go beyond data; be better prepared than anyone else in the meeting. Bring closure to the session if you are pushed beyond the data you have gathered.
2. Model Strength
3. Move at functional pace. Look for chances to make leaps; if it does not work one might have to come back and work at the groups pace; but be sure to nudge them along.
4. Be Social - This is modeling strength.
5. Pre/Arrangements - Never step into anything you do not know about; know what they expect and what you expect (entry).
6. Do not set unreasonable expectations, but work for unexpected outcomes.

The consultant realizes that in solving more complex problems however, usually larger numbers of people, it is often necessary to be more specific about the intended change. The most common practice for clarifying intentions is to state objectives. The problem statement (change goals) and problem solution (intervention) tell us about the general problem-solving plan; objectives tell us the details to accomplish the proposed outcome (Kurpius, 1978).

#### VIII. Objectives

Havelock (1973) stressed the importance of the consultant and consultee working together to develop meaningful, obtainable, and measureable objectives. According to Kurpius and Brubaker (1976) an objective, as used in consultation, is a statement of a desired outcome or accomplishment that can be measured within a stated time period and within specified conditions.

The consultant along with the consultee task force will use the following worksheet for writing objectives (Kurpius and Brubaker, 1976, p. 36). This will be placed on large sheets of newsprint. These newsprint have been shown to work best when working with more than one or two persons. Once the objective stage is completed one will have developed a Consulting Plan of Action.

The consultant will write some examples of objective to show the consultee how to do it and then he will ask them to write the rest of the objectives.

**State objective:** No opportunity for staff growth and development.

**Theme area:** Career Enhancement

**Activities and Procedures:** Career/Staff Development Workshop.

**Resources Required:** External consultants and internal specialist, expert and/or specialist in student affairs. Time to meet with experts in the division. Space. Audiovisual equipment (overhead projector, tape recorder(s), movie and slide (or filmstrip projectors), other material as deemed necessary by consultant such as, newsprint, paper, pencils etc.

**Time Lines:** Beginning March 1980 and running monthly until August 1980 (Career). Beginning January 1980 and running monthly until June 1980 (Staff).

**State objective:** A chain reaction of negative attitudes and vibrations from supervisors to P&A staff to support staff to students. The result is ineffective service to students and other university units.

**Theme area:** Effective Services.

**Activities and Procedures:** Communications Skills Workshop for Staff and Students. Positive Mental Attitude (PMA) Workshop.

**Resources Required:** Same as previously mentioned. Also PMA tapes and books for staff. Budget decisions will be made by the VPSA.

**Time Lines:** Beginning May 1980 and completed by the end of the one week staff retreat by May 1980.

**State objective:** Goal setting and evaluation of performance(s).

**Activities and Procedures:** Management by Objectives (MBO).

Resources  
Required:

Same as previously mentioned. Also the use of an OD expert.

Time Line:

Beginning July 1980 and implement division wide by January 1981.

## IX. Implementing the Plan

The consultant in implementing the plan will apply the intervention following the guidelines of the objectives. This plan will tell all parties (consultant and consultee) involved exactly what to do, when, how, who is responsible, and the outcomes expected. Progress will be monitored and everyone will be aware that adjustments may be necessary in the time line, resources, and interventions. Broke (1975, pp. 202-203) presented a 10-item checklist which helps to clarify this adjustment process. However, Kurpius and Brubaker (1976, p. 38) have selected five factors from Broke's checklist that will be used in this stage. These include:

1. "Determining the effectiveness of each function and and consider contingency implementations."
2. "Solve unforeseen problems that may have"...been generated by conditions external to the plan.
3. "Develop new or additional functions and/or tasks."
4. "Modify existing functions"...that might fit into the plan in a more functional manner.
5. "Assess the degree to which the time-line is being followed."

## X. Evaluation

Kurpius and Brubaker (1976) indicated that this process interacts with the next phase, the evaluation and termination of the consultation process.

Kurpius (1978) showed that evaluation is the monitoring of the ongoing activities (process evaluation) culminating with the measuring of the final outcome (product evaluation). The results of both types of evaluation indicate whether the plan is effective or whether it might be necessary to modify the plan.

Other ideas of evaluation include the following: Brown (1967) suggested that evaluation should be communicated to both consultant and consultee so that both parties can see what has been achieved and what still remains.

An excellent evaluative questionnaire was formulated by Lippitt (1959, pp. 44-45) which contained six areas which measured product and process outcomes. The outcomes include the following.

1. The goals of the consultation.
2. Training that was part of the consultation process.
3. Resistances in the consultation process.
4. Research on the consultation process.
5. The consultation relationship.
6. Progress in the consultation process.

There were a few open-ended questions at the end of the questionnaire which permits the consultee to make additional comments.

Evaluation should be considered a continuous process even after the consultant leaves. There are at least six important considerations in insuring continuance. These include the following. 1. Continuing reward; 2. Practice and Routinization; 3. Structural Integration into the system; 4. Continuing evaluation; 5. Providing for Continuing Maintenance; 6. Continuing Adaptation Capability (Havelock, 1973).

In evaluating this model, there appears to be a lot of information. However, it was necessary to carefully work through the collaborative process with an understanding. The problem definition(s) were indepth and required more time than is available for its successful completion. The presenting problems were designed to help new student personnel administrators work through a consultation model which will enable them to make better decisions once they face these problems. The problems were multifacet and are relevant to any setting even though the context of the organization may differ.

The model, although lengthy and somewhat detailed was designed to be a consultation road map for its user. The OD interventions appear to be the answer to solving many of the presenting problems.

Termination will be based upon a mutual agreement between the consultant and the consultee as it relates to objectives being met and the outcome of the evaluation. This agreement in termination stage is reached to discontinue direct service with the consultee. It also recognizes that stability has occurred in solving the problem or that in some cases, the

consultee has achieved the goal cited in the contract. However, if there are other issues that come up at the time of termination which was not covered in the contract, the consultation will be terminated and plans for a new contract will be discussed by the consultant and consultee.

## References

- Alderfer, C. P., Organization Development. Annual Review of Psychology, 1977, 28, 197-223.
- Alderfer, C. P., & Brown, L. D. Learning from Changing: Organizational Diagnosis and Development. Beverly Hills: Sage, 1975.
- Alevy, D. I., Bunker, B. B., Doob, L. W., Foltz, W. J., French, N., Klein, E. B., Miller, J. C. Rationale, Research, and Role Relations in the Stirling Workshop. Journal of Conflict Resolution, 1974, 18, 276-284.
- Allen, R. F., & Pilnick, S. Confronting the Shadow Organization: How to Detect and Defeat Negative Norms. Organizational Dynamics, 1973, 1(4), 3-18.
- Allen, R. F., & Silverszweig, S. Changing Community and Organizational Cultures. Training and Development Journal, 1977, 31(7), 28-35.
- Alpin, J. C. Structural Change vs. Behavioral Change. Personnel and Guidance Journal, 1978, 56(7), 407-411.
- Arensberg, C. M., & Niehoff, A. H. Introducing Social Change. Chicago: Aldine Publishing Company, 1971.
- Argyris, C. Behind the Front Page, San Francisco: Jossey-Bass, 1974.
- Back, K. W. Intervention Techniques: Small Groups. Annual Review of Psychology, 1974, 25, 367-387.
- Bakker, C. B. Why People Don't Change. Psychotherapy: Theory, Research and Practice, 1975, 12(2), 164-172.
- Baldrige, J. V. Academic Governance. Berkeley: McCutchan Publishing Corp., 1971.
- Baldrige, J. V. Organizational Change: The Human Relations Perspective versus The Political Systems Perspective. Educational Researcher, 1972, 1(2), 4-15.
- Bandura, A. The Self System in Reciprocal Determinism. American Psychologist, 1978, 33(4), 344-358.
- Barber, W. H., & Rock, L. P. Relationships and Change in Religious Communities. Journal of Religious Health, 1975, 14, 120-129.
- Beckhard, R. ABS in health care systems: Who needs it? Journal of Applied Behavioral Science, 1974, 10, 93-106.
- Bennis, W. G. An OD expert in the catbird's seat. Journal of Higher Education, 1973, 44, 389-398.

- Bennis, W. G., Benne, K. D., & Chin, R. The Planning of Change. New York: Holt, Rinehart and Winston, Inc., 1969.
- Berlew, D. E., & LeClere, W. E. Social Intervention in Curacao: A Case Study. Journal of Applied Behavioral Science, 1974, 10, 29-52.
- Blake, R. R., & Mouton, J. S. Building a dynamic Corporation through gird organization development. Reading: Addison-Wesley, 1969.
- Bowers, D. G., Franklin, J. L., and Pecorella, P. A., Matching problems, precursors, and interventions in OD: a systematic approach. The Journal of Applied Behavioral Sciences, 1975, 11, 391-410.
- Boyer, R. K., & Crockett, C. Organization Development in Higher Education. Journal of Higher Education, 1973, 44, 339-351.
- Boylan, H. R. Approaching Accountability: Some Steps Along the Way. NASPA Journal, 1973, 10, 322-327.
- Brokes, A. A. Process Model on Consultation. In C. A. Parker (Ed.) Psychological Consultation: Helping Teachers Meet Special Needs.
- Brown, F. G. Organization Development in the City of Kansas City, Missouri. Unpublished Ph D Thesis. P. Hesburg: University of Pittsburg, 1974.
- Brown, J. W. Pragmatic notes on community consultation with agencies. The Community Mental Health Journal, 1967, 3, 399-405.
- Burke, W. W. Organization Development in Transition. Journal of Applied Behavioral Science, 1976, 12, 22-43.
- Chamberlain, P. C. The new management tools: problems and potential. NASPA Journal, 1975, 12(3), 171-178.
- Coughlan, R. J. & Cooke, R. A. The Structural Development of Educational Organizations. Ann Arbor: Institute for Social Research, 1974.
- Crowfoot, J. E., & Chesler, M. A. Contemporary Perspectives on Planned Social Change: A Comparison. The Journal of Applied Behavioral Science, 1974, 10(3), 278-303.
- Crucker, P. R. Managing the Public Service Institution. The Public Interest, 1973, 33, 43-60.
- Dubin, E. N. Making Training Relevant: Hostage Taking Working Paper. New Jersey: C.O.P.E., 1975.
- Encyclopedia of Sociology. Guilford: The Duskin Publishing Group, Inc., 1974.
- Fowler, P. J. Administrative Philosophy of Education. Paper for graduate class EDFD 681, University of Louisville, 1975, unpagged.

- Frank, L. L. & Hackman, J. R. A Failure of Job Enrichment: The Case of Change That Wasn't. Journal of Applied Behavioral Science, 1975, 11, 413-436.
- Freedman, A. M. Organizational Development in a State Mental Health Setting. In J. J. Partin (Ed.) Current Perspectives in Organizational Development. Reading: Addison-Wesley Publishing Co., 1973.
- Friedlander, F., & Brown, L. D. Organization Development. Annual Review of Psychology, 1974, 25, 313-341.
- Golembiewski, R. T. & Kiepper, A. MARTA: Toward an effective, open giant. Public Administration Review in Press, 1976.
- Greenfield, T. B. Organizations as Social Interventions: Rethinking Assumptions About Change. The Journal of Applied Behavioral Science, 1973, 9(5), 551-574.
- Hautalwoma, J. E., & Gavin, J. F. Effects of Organizational Diagnosis and Intervention on Blue-Collar Blues. Journal of Applied Behavioral Science, 1975, 11, 475-496.
- Havelock, R. G. The Change Agent's Guide to Innovation in Education. Englewood Cliffs: Educational Technology Publications, 1973.
- Heller, K. & Monohan, J. Psychology and Community Change. Homewood, Illinois: Dorsey Press, 1977.
- Hutton, G. & Connelly, R. Managers and Their Airports. England: University Bath School of Management, 1972.
- Institutional Integrity. Statement adopted unanimously by Federation of Regional Accrediting Commissions, New Orleans, 1966, unpagued.
- Kahn, R. L. Organization Development: Some Problems and Proposals. Journal of Applied Behavioral Science, 1974, 10, 485-502.
- Kimberly, J. R. & Nielsen, W. R. Organization Development and Change in Organizational Performance. Administrative Science Quarterly, 1975, 20, 191-206.
- Koberg, D. & Bagnall, J. The Universal Traveler. Los Altos: William Kaufmann Inc., 1972.
- Kurpius, D. J. The collegial and analytical modes for decision-making in higher education. Paper presented at the annual meeting of the American Educational Research Association Result-oriented Research and Development, Princeton, October, 1974.
- Kurpius, D. J. & Brubaker, J. C. Psychoeducational Consultation Definition-Functions-Preparation. Bloomington: Indiana University, 1976.
- Kurpius, D. J. Consultation Theory and Process: An Integrated Model. The Personnel and Guidance Journal, 1978, 56(6), 335-338.
- Kurpius, D. J. Organization Development Systems Analysis and Planned Change. A pre-publication chapter to be published by Jossey-Bass Publishing Co., 1979.

- Lippitt, G. L. A Study of the Consultation Process. The Journal of Social Issues, 1959, 15(2), 43-50.
- McClelland, D. C. Managing Motivation to Expand Human Freedom. American Psychologist, 1978, 33(3), 201-210.
- Maslow, A. H. Motivation and Personality. New York: Harper and Row, 1970.
- Matlock, D. E. A Statement of the Philosophy and Objectives of a Modern University. Paper for graduate class EDFD 681, University of Louisville, 1975, unpagcd.
- Mill, C. R. OD in Macrosystem: A Three Year Progress Report. In New Technologies in Organization Development, ed. J. D. Adams, 1974, 2, 314-330.
- Mitchell, T. R. Organization Behavior: Annual Review of Psychology, 1979, 30, 243-281.
- Moellenberg, W. P. The Hazards of Academic Administration. Intellect, 1976, 104, 374-378.
- Nordvall, R. C. Evaluation of College Administrators: Where Are We Now? NASPA Journal, 1977, 16, 53-60.
- Nordvall, R. C. Evaluation and Development of Administrators. Washington, D.C.: American Association for Higher Education, 1979. (AAHE-ERIC/Higher Education Research Report No. 6, 1979).
- Osborn, A. F. Applied Imagination (3rd ed.) New York: Charles Scribner's Sons, 1963.
- Richardson, R. C. Staff Development: A Conceptual Framework. Journal of Higher Education, 1975, 46, 303-311.
- Rubin, I., Plovnick, M., & Fry, R. Initiating Planned Change in Health Care Systems. Journal of Applied Behavioral Science, 1974, 10, 107-124.
- Schaller, L. E. The Change Agent: The Strategy of Innovative Leadership. Nashville: Abingdon Press, 1972.
- Schein, H. S. Organizational Psychology. Englewood Cliffs: Prentice-Hall, Inc., 1972.
- Schein, H. S. Process Consultation: Its Role in Role in Organization Development. Reading: Addison-Wesley, 1969.
- Sprunger, B. E., & Bergquist, W. H. Handbook for College Administration. Washington: The Council for the Advancement of Small Colleges, 1978. ED 163 850.
- Stringer, J. The Role of the "Assistant to" in Higher Education. Journal of Higher Education, 1977, 68(2), 193-201.

APPENDIX

**SUCCESSFUL LIFE PLANNING CONTINUUM:  
BEHAVIORAL CHANGE MODEL WITHIN AN  
ORGANIZATION AS A SYSTEM**

Figure 1

Neutral Forces

Perceptions  
Motivation  
Expectations

Results

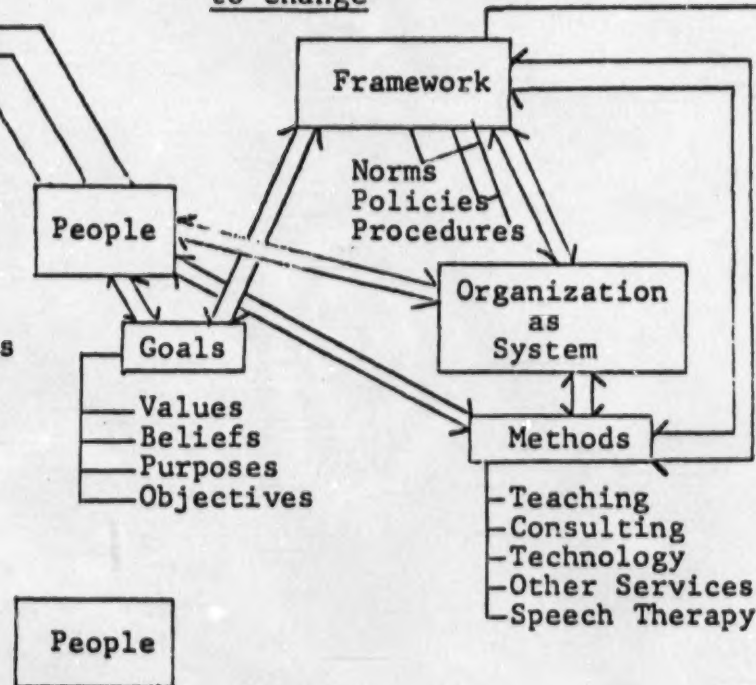
As one encounters  
blocking and  
supporting  
forces.

Successful Outcome

Positive/Negative  
attitude and behavior  
caused by forces within  
the system.

Figure 2

Forces that are difficult  
to change



Successful Outcome

Success of consultation  
interventions.  
Leaderships.  
Staff  
Student Performance  
Values  
Interpersonal Relationship

Figure 3

Forces that result in profit  
or failure of life experience

Roles  
Communication Patterns  
Rewards

Results

Existing as a consequence of  
blocking and supporting forces.

OD Interventions:

MBO  
Grid OD  
Team Building  
Survey Feedback  
Job Enrichment  
Environmental Interface  
Contingency Theory  
Conflict Utilization  
Process Consultation

Successful Outcome

A significant achievement of  
a desired goal or change  
strategy one has attempted.